

Chulmleigh Primary School - Rolling Programme C - Year 3

Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Environment Explorers 		Africa 		Rulers and Leaders 	
Science	Research Rocks	Exploration Investigative skills (1)	Problem Solving Light	Classifying and Identification Animals including humans	Pattern Seeking Forces and Magnets	Fair test and Variables Plants
Geography	Volcanoes, Mountains and Earthquakes		The study of an African country: Tanzania (with focus on tourism)		The county of Devon	
History		Ancient Britain – Stone age, Iron age and Bronze age		Local history study		Ancient Greece

<p>English</p>	<p>Poetry</p> <p>Shape poems – links to PSHE, thinking about what we like, what we are good at, what we want to do better, etc.</p> <p>Fiction</p> <p>Story writing – book of hopes, write a story about an encounter with an animal and the positive outcomes</p> <p>Non-fiction</p> <p>Diary – links to wellbeing and PSHE, writing about your favourite day</p> <p>Discussion text – links to Geography, What do you notice about the location of volcanoes, earthquakes and the edge of tectonic plates?</p>	<p>Poetry</p> <p>Alliteration and acrostics – links to E-safety, and wellbeing</p> <p>Fiction</p> <p>Plays – links to history, creating and performing plays based on the lives of those who lived in Ancient Britain</p> <p>Non-fiction</p> <p>Book review – thinking about fiction and non-fiction works</p> <p>Recount – links to Ancient Britain and outdoor education, recount the process of digging for artefacts</p>	<p>Poetry</p> <p>Haikus – links to Geography by creating Haikus to describe the African country</p> <p>Fiction</p> <p>Description – links to Geography, using the Tinga Tinga Tales for inspiration</p> <p>Non-fiction</p> <p>Informative writing – fact file/leaflet about an African Country</p> <p>Persuasive writing – advert for people to visit an African Country</p>	<p>Poetry</p> <p>Rhyming couplets – focussing on emotions and wellbeing.</p> <p>Fiction</p> <p>Character description – links to history by using local story of Lorna Doone to inspire character description</p> <p>Non-fiction</p> <p>News report – links to history, reporting on something they think is important in our local history study</p> <p>Diary – a day in the life of the Chulmleigh Fair Royalty</p>	<p>Poetry</p> <p>Free verse – links to wellbeing, create poems about how we have grown, what we are good at now, etc. (linking to shape poems in Autumn 1)</p> <p>Fiction</p> <p>Speech – thinking about the type of vocabulary a ruler would have used and use this for creative writing focussed on speech</p> <p>Non-fiction</p> <p>Persuasive writing – letter to Prime Minister about local environment in Devon.</p> <p>Instructions – how to play tug of war; links to Science with the forces at play.</p>	<p>Poetry</p> <p>Nonsense poetry – considering the difference between poetry and prose</p> <p>Fiction</p> <p>Myths and Legends – links to Ancient Greece</p> <p>Non-fiction</p> <p>Instructions – recipe from Ancient Greece Formal and informal letters – letter to a friend/family member and a letter to their favourite famous person (e.g. author or sportsman)</p>		

Spellings	<p>Meta language and statutory word list (1 week)</p> <p>Then to be repeated across the term, as appropriate, with a new set of focus words each time</p> <p>Personal spelling lists and coaching (2 weeks)</p> <p>Review of long vowel sounds A, E, and I (1 week each)</p>	<p>Floppy's Phonics Level 5:</p> <p>Book 25 – alternatives to /ai/ and /ee/</p> <p>Book 26 – alternatives to /igh/ and /oa/</p> <p>Book 27 – alternatives to /s/ and /e/</p> <p>Book 28 – alternatives to /j/ and /ul/</p> <p>Book 29 – alternatives to /oo/ and /yoo/</p> <p>Book 30 – alternatives to /oi/, /ou/ and/or/.</p>	<p>Floppy's Phonics Level 5:</p> <p>Book 31 – alternatives to /ur/, /u/ and /r/</p> <p>Book 32 – alternatives to /zh/, /w/ and /f/</p> <p>Book 33 – alternatives to /ch/, /ie/, /ow/ and /a/</p> <p>Book 34 – alternatives to /ch/, /sh/ and /g/</p> <p>Book 35 – alternatives to /ear/, /air/, /n/ and /r/</p> <p>Book 36 – alternatives to /m/, /k/ and /or/</p>	<p>Floppy's Phonics Level 5:</p> <p>Book 35 – alternatives to /ear/, /air/, /n/ and /r/</p> <p>Book 36 – alternatives to /m/, /k/ and /or/</p> <p><i>continued</i></p>	<p>/shun/ (1 week)</p> <p>Developing personal spelling lists, and coaching skills (1 week)</p> <p>/shur/ and /chur/ (2 weeks)</p> <p>Homophones (1 week)</p> <p>Review of personal spelling list with spelling coach (1 week)</p>	<p>Meta language and statutory word list (1 week)</p> <p>Then to be repeated across the term, as appropriate, with a new set of focus words each time</p> <p>Review of long vowel sounds O and U (1 week each)</p> <p>Apostrophes (2 weeks)</p>

Grammar	<p>Introduction to paragraphs as a way to group related material</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel</p>	<p>Expressing time, place and cause using conjunctions, adverbs or prepositions</p>	<p>Formation of nouns using a range of prefixes</p> <p>How to use a dictionary and thesaurus</p>	<p>Heading and subheadings to aid presentation</p>	<p>Use the present perfect form of verbs instead of the simple past</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>Word families based on common words showing how words are related in form and meaning</p>
Handwriting	<p>Lead ins</p> <p>Alphabet</p> <p>Capital letters</p>	<p>4 joins</p>	<p>Joining ascenders</p>	<p>Joining descenders</p>	<p>Year 3 common exception words</p>	<p>Year 3 common exception words</p>
Guided Reading	<p>VIPERS</p>	<p>VIPERS</p>	<p>VIPERS</p>	<p>VIPERS</p>	<p>VIPERS</p>	<p>VIPERS</p>
Maths	<p>Number (place value, addition and subtraction, multiplication and division)</p>	<p>Number (place value, addition and subtraction, multiplication and division)</p>	<p>Number (multiplication and division), Measurement (money) and Statistics</p>	<p>Number (multiplication and division), Measurement (money), Statistics and Measurement (length and perimeter)</p> <p><i>continued</i></p>	<p>Number (fractions) and Measurement (time)</p>	<p>Geometry (properties of shape) and Measurement (mass and capacity)</p>

PSHE

Families and friendships

Establishing routines

Who is in my bubble?

Playing safely – personal space

What am I good at?

What do I want to be even better at?

Respect for others

Safe relationships

Personal boundaries

Responding to others

The impact of hurtful behaviour

Respecting ourselves and others

Recognising respectful behaviour

The importance of self-respect

Courtesy and being polite

Belonging to a community

The value of rules and laws

Rights, freedoms and responsibilities

Media literacy and digital resilience

How the internet is used

Assessing online information

Money and work

Different jobs and skills

Job stereotypes

Setting personal goals

Physical health and mental wellbeing

Health choices and habits

What affects feelings

Expressing feelings

Growing and Changing

Personal strengths and achievements

Managing and reframing setbacks

Keeping Safe

Risks and hazards

Safety in the local environment and unfamiliar places

<p>Art/DT</p>	<p>Art</p> <p>Collage – Artist: Pablo Picasso</p> <p>Create a collage to represent you, including hobbies, favourite things, etc.</p> <p>Select and arrange materials for a striking effect, ensure work is precise, use coiling, overlapping, tessellation, mosaic and montage</p> <p>Links to PSHE</p> <p>DT</p> <p>Structures</p> <p>Design and create your own 3D mountain or volcano model – choose suitable techniques and materials, cut materials accurately and safely, measure</p>	<p>Art</p> <p>Painting</p> <p>Create your own cave paintings – links to history, use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Links to Topic</p> <p>DT</p> <p>Mechanisms, Gears and Pulleys</p> <p>Design, make and evaluate a vehicle that can move – use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product</p> <p>Links to Science</p>	<p>Art</p> <p>Drawing – Artist: Georgia O’Keeffe/Frida Kahlo</p> <p>Create an image that represents your community, it could include the people, the places or something else – links to PSHE, use different hardness of pencils to show line, tone and texture, annotate sketches to explain and elaborate ideas.</p> <p>Links to PSHE</p> <p>DT</p> <p>Electrical systems and simple circuits</p> <p>Creating a working lamp – links to science, create series and parallel circuits</p> <p>Links to Science</p>	<p>Art</p> <p>Printing – Artist: Andy Warhol</p> <p>Create prints of a variety of shapes – make precise printing patterns, replicate patterns observed in natural/build environments, make printing blocks</p> <p>DT</p> <p>Food and Nutrition</p> <p>Make a tasty and healthy treat suitable for a class picnic – links to previous science topic, assemble or cook ingredients, prepare ingredients hygienically using appropriate utensils</p>	<p>Art</p> <p>Textiles – Artist: William Morris</p> <p>Create a class quilt using patches of fabric that are important to you (e.g. old clothing or blankets) – links to wellbeing, shape and stitch materials, use basic cross stitch and back stitch, quilt, pad and gather fabric</p> <p>DT</p> <p>Textiles</p> <p>(As above) Create a class quilt using patches of fabric that are important to you (e.g. old clothing or blankets) – join textiles with appropriate stitching</p> <p>Links to PSHE</p>	<p>Art</p> <p>Sculpture</p> <p>Create an Ancient Greek Olympic Vase – use clay and other mouldable materials, create and combine shapes to create recognisable forms</p> <p>DT</p> <p>Food and Nutrition</p> <p>Create a meal the Ancient Greeks would have eaten – follow a recipe, prepare, measure and assemble ingredients</p> <p>Links to Topic</p>

	and mark out to the nearest millimetre Links to Topic					
RE	<p align="center">Christianity</p> <p>What do Christians learn from the Creation story?</p> <p>What is it like for someone to follow God?</p> <p>What is the Trinity and why is it important for Christians?</p>		<p align="center">Hinduism</p> <p>What do Hindus believe God is like?</p> <p>What does it mean to be Hindu in Britain today?</p>		<p align="center">Comparison between Christianity and Hinduism</p> <p>How and why do people mark the significant events of life?</p>	
MFL (French)	<p>Numbers (0-6)</p> <p>Greetings</p> <p>Classroom phrases</p>	<p>Adjectives</p> <p>Vocabulary for spelling skills</p> <p>Vocabulary for sentence building</p>	<p>Numbers (7-10)</p> <p>Phrases of celebrations</p> <p>Vocabulary for spelling skills</p> <p>Verbs</p> <p>Adverbs</p>	<p>Numbers (7-10)</p> <p>Phrases of celebrations</p> <p>Vocabulary for spelling skills</p> <p>Verbs</p> <p>Adverbs</p> <p><i>continued</i></p>	<p>Asking politely</p> <p>Masculine and Feminine verbs</p> <p>Punctuation</p> <p>Numbers (11-31)</p> <p>Responding to questions</p>	<p>Days of the week</p> <p>Taking the register</p> <p>Punctuation</p>

<p>Music</p>	<p>Let your spirit fly</p> <p>Listen and appraise: Let your spirit fly (R&B)</p> <p>Musical activities using recorders</p> <p>Singing</p> <p>Compose a simple melody using a simple rhythm, choose from notes C, D and E OR C, D, E, F and G</p> <p>Perform and share</p>	<p>Glockenspiel stage 1</p> <p>Musical activities using glocks</p> <p>Improvise with Dee Cee's blues, using notes C and D</p> <p>Compose a melody using the notes C, D, E and F</p> <p>Perform and share</p>	<p>Three little birds</p> <p>Listen and appraise: Three little birds (Reggae)</p> <p>Musical activities using voice and recorders</p> <p>Singing in unison</p> <p>Improvise using up to three notes – C, D and E</p> <p>Compose a simple melody using a simple rhythm, choose from notes C, D and E OR C, D, E, F and G</p> <p>Perform and share</p>	<p>Three little birds</p> <p>Listen and appraise: Three little birds (Reggae)</p> <p>Musical activities using voice and recorders</p> <p>Singing in unison</p> <p>Improvise using up to three notes – C, D and E</p> <p>Compose a simple melody using a simple rhythm, choose from notes C, D and E OR C, D, E, F and G</p> <p>Perform and share</p> <p><i>continued</i></p>	<p>Bringing us together</p> <p>Listen and appraise: Bringing us together (Disco)</p> <p>Musical activities with glocks</p> <p>Singing in two parts</p> <p>Improvise using up to two notes – C and A</p> <p>Compose a simple melody using a simple rhythm, choose from notes C, A and G OR C, D, E, G and A</p> <p>Perform and share</p>	<p>Reflect, rewind and replay</p> <p>Listen and appraise: classical music</p> <p>Musical activities using voices and instruments</p> <p>Singing</p> <p>Improvisation using voices and instruments</p> <p>Compose a melody based on the features of a classical piece of music</p> <p>Perform and share</p>
	<p>Core Skills</p> <p>Confidence with mouse and keyboard skills</p> <p>How to use your own log in to access the school computers</p>	<p>Communication</p> <p>To use key words to search the internet, finding information and images</p>	<p>E-safety</p> <p>To be able to understand why some information should be kept private</p> <p>To be able to understand why</p>	<p>E-safety</p> <p>To talk about inappropriate or upsetting content and how to report it</p> <p>What do I do if I see something upsetting online?</p>	<p>Applications</p> <p>To be able to change the layout of a page you are creating for a specific purpose</p> <p>To create a title or headline and</p>	<p>Computer Science</p> <p>To use logical reasoning to explain how algorithms work and design algorithms that</p>

<p>ICT</p>	<p>How to open programs such as Word and Chrome</p> <p>How to access folders on the servers such as TempWork</p> <p>How to save work in own folders and on TempWork</p> <p>How to find and open work saved in folders</p> <p>How to use search engines to find information</p> <p>How to use your own logins for websites such as</p> <p>Mathletics, Purple Mash and TTR</p>	<p>To use 2Email to open and respond to emails</p> <p>To begin to add attachments to emails</p> <p>To share work created on Purple Mash using the Display Board feature</p> <p>E-safety</p> <p>To talk about e-safety rules and strategies that help you stay safe</p> <p>Why do I need to keep my personal information safe?</p> <p>What information do I need to stay safe?</p> <p>What are the school e-safety rules?</p>	<p>passwords should be kept private</p> <p>Why do I need to keep my personal information safe?</p> <p>What information do I need to keep safe?</p>	<p>How can I keep myself safe online?</p> <p>How can I report upsetting or inappropriate content?</p> <p>To be able to explain what an avatar is and why you might use one</p>	<p>change the text to show this</p> <p>To create a presentation for a specific purpose</p> <p>Use spell checker, thesaurus, and find and replace on Microsoft Office tools</p> <p>Collect data and use own data to create a graph or create a database</p>	<p>show a logical structure</p> <p>To design and write programs that accomplish specific goals, e.g. controlling or stimulating physical systems</p> <p>To debug programs by decomposing them into smaller parts to identify errors</p> <p>To use sequence, selection and repetition in programs by working with variables and range of inputs and outputs</p>
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<p>PE</p>	<p>Tag rugby</p> <p>Working on understanding the rules of the game</p> <p>Special awareness</p> <p>Communication</p> <p>Agility and invasion</p>	<p>Netball</p> <p>Working on hand eye coordination</p> <p>Understanding the rules of the game</p> <p>Working on team work and communication</p>	<p>Benchball/dodgeball</p> <p>Understanding the rules of the game</p> <p>Accuracy of throwing and reaction times</p> <p>Teamwork and how to captain a team</p>	<p>Benchball/dodgeball</p> <p>Understanding the rules of the game</p> <p>Accuracy of throwing and reaction times</p> <p>Teamwork and how to captain a team</p> <p><i>continued</i></p>	<p>Volley-sport</p> <p>Understanding the rules of the game</p> <p>Understanding the dig, set, spike</p> <p>How to play and referee a volley-sport match</p> <p>Tennis</p> <p>Working on forehands, backhands, volleys and serves</p> <p>Understanding the rules of the game</p> <p>How to play a tiebreak and service games</p>	<p>Athletics</p> <p>Understanding how to score in athletics events and working on techniques</p> <p>Working on javelin, triple jump, long jump, long distance, sprinting and relay</p>
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Outdoor Ed	What rocks can we find in our environment? Links to science	Digging for artefacts Links to Ancient Britain	Shadows and sunlight photographs (sun print paper) Links to science	Explore our local area, thinking about our learning in history, looking for historical places and looking forward to our geography study of the area	Investigating perimeter and length Links to maths	Maths focus: Investigating capacity using water and containers Shape hunting
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